DOCUMENT RESUME

ED 176 074 CE 022 470

AUTHOR Byus, Robert P.
TITLE Competencies Common to All Occupations. Teacher's Guide.
INSTITUTION Ohio County Board of Education, Wheeling, W. Va.
SPONS AGENCY West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
PUB DATE Jul 79
GRANT BVTAE-76-WV-78-C-10
NOTE 53p.; For a related document see CE 022 469

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Basic Skills; Career Awareness; Competence; Economics; Interpersonal Competence; *Job Skills; *Performance Based Education; *Reference Materials; Skill Development; *Vocational Education
IDENTIFIERS West Virginia

ABSTRACT

Designed for use with the West Virginia competency-based education curriculum entitled "Competencies Common to All Occupations" (CE 122 269), this teacher's guide contains (1) a table of contents for student competency sheets, (2) a table of contents for competencies with reference materials, (3) evaluations for each competency, (4) a listing of equipment/aides needed, and (5) a listing of references. The eighty competencies included in the curriculum are designed to be integrated into existing vocational curriculums. (The competencies were validated by educators and business/industry representatives and field tested in seven cooperative programs in West Virginia.) (LRA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED176074

TEACHER'S GUIDE

COMPETENCIES COMMON TO ALL OCCUPATIONS

Prepared by:

Robert F. Byus
Boone County

Kathryn J. Kesler
Cabell County

Charles W. McDaniel
Berkeley County

Linda C. Naymick
Cabell County

Robert L. Quigley
Ohio County

Stanley Ruminski
Ohio County

William Dillon
West Virginia Institute of Technology

Fred Harrington
West Virginia Department of Education

Ed Davis
West Virginia Department of Education

Developed through Ohio County from a grant by the West Virginia Department of Education, Bureau of Vocational, Technical and Adult Education.

July 1979

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 022 470

BVTAE-76-WV-78-C-10

WEST VIRGINIA BOARD OF EDUCATION

EXECUTIVE OFFICES

Charleston, West Virginia 25305

Bob E. Myers, President
Huntington, 1985

Mrs. Mary Martha Merritt, Vice President
Beckley, 1983

James P. Clark, Secretary
St. Albans, 1986

Duke A. McDaniel, Member
Petersburg, 1987

Dr. Carl J. Roncaglione, Member
Charleston, 1981

William M. Smith, Member
Follansbee, 1982

Dr. Charles H. Wagoner, Member
Weston, 1984

Fountie N. Williams, Member
Clarksburg, 1979

Ex Officio Member
Dr. Daniel B. Taylor
Superintendent
West Virginia Department of Education

Ex Officio Member
Dr. Ben L. Morton
Chancellor
West Virginia Board of Regents

PREFACE

It is with the greatest pleasure that we bring you the West Virginia competency based curriculum entitled Competencies Common To All Occupations. This material was developed by Ohio County through a grant administered by the West Virginia Department of Education, Bureau of Vocational, Technical and Adult Education.

This curriculum is based on competencies, identified through research, as common to all occupations and is designed to be integrated into existing vocational curriculums.

The Vocational Bureau began advocating CBE curriculum in 1974. Since that time West Virginia has produced over 25 CBE curricula in various occupational areas. We also have a number of CBE curricula currently in the process of being developed and/or field-tested.

This material was disseminated to West Virginia vocational educators at the Annual Vocational Education Conference in August of 1979 at West Virginia University.

Additional copies of this curriculum are available from:

Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, West Virginia 25271
(Toll free) 800-642-2670

I trust this material will help your program. Any suggestions you may have for improving this curriculum may be sent to our State Curriculum Lab. Through this feedback we plan to continually update our materials.

VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Clarence E. Burdette

Clarence E. Burdette
Assistant State Superintendent of Schools

TEACHER'S GUIDE

- Teacher's Instruction -

This teacher's guide is designed to accompany the West Virginia competency based education curriculum entitled Competencies Common to All Occupations. It has been developed in order to facilitate vocational education instructor's use of the curriculum.

The curriculum was developed from competencies identified through research as common to all occupations. The competencies were validated by educators and business/industry representatives throughout West Virginia. After completion of the initial development, the curriculum was field tested in seven co-op programs in West Virginia.

Because this curriculum relates to all occupations, it is designed to be integrated into existing vocational curriculums. Both individual and group activities are included so that the curriculum may be used flexibly. It could be used as an independent class, as part of the instructional media center, or to fill in time gaps in the occupational laboratory.

The competency sheets may be used either by students or instructors. This teacher's guide contains a table of contents for student competency sheets, a table of contents for competencies with reference materials, evaluations for each competency, equipment/aides needed, and a listing of references.

TABLE OF CONTENTS

TEACHER'S GUIDE

	PAGE NUMBER
Teacher's Instruction ----------	i
Table of Contents for Student Competency Sheets -	1 - 7
Unit I: Basic Math Skills ----------	2
Unit II: Basic Communications Skills ------	2
Unit III: Interpersonal Skills I ----------	3
Unit III: Interpersonal Skills II ----------	3
Unit III: Interpersonal Skills III ---------	4
Unit IV: Economic Principles/Concepts I ---	4
Unit IV: Economic Principles/Concepts II --	6
Unit V: Occupational Awareness ----------	6
UNIT VI: Employment Process Skills --------	7
Table of Contents for Competencies with Reference Material ----------	8-19
Unit I: Basic Math Skills ----------	8
Unit II: Basic Communication Skills -------	9
Unit III: Interpersonal Skills I ----------	10
Unit III: Interpersonal Skills II ----------	12
Unit III: Interpersonal Skills III ---------	13
Unit IV: Economic Principles/Concepts I ---	14
Unit IV: Economic Principles/Concepts II --	16
Unit V: Occupational Awareness ----------	17
Unit VI: Employment Process Skills --------	18

Table of Contents

	PAGE NUMBER
Listing of Evaluations for Competencies	20-35
Unit I: Basic Math Skills ----------	20
Unit II: Basic Communication Skills ---	23
Unit III: Interpersonal Skills I -------	24
Unit III: Interpersonal Skills II -----	26
Unit III: Interpersonal Skills III -----	28
Unit IV: Economic Principles/Concepts I	29
Unit IV: Economic Principles/Concepts II	32
Unit V: Occupational Awareness --------	33
Unit VI: Employment Process Skills -----	34
Employment/Aides Needed ----------	36
Listing of References ----------	37-41
Reference Books ----------	37
Pamphlets ----------	38
Filmslides, Filmstrip/cassettes ---------	39
Films ----------	40
Additional Reference Material that may be utilized by instructor to supplement competencies	42
I: Career Preparation Series ---------	42
II: Individualized related instruction for succeeding in the work world --	43
III: Personal psychology for life & work	44
IV: Real life reading skills ----------	45
V. Work: Pathway to independence ----	45

TEACHER'S GUIDE

TABLE OF CONTENTS FOR
STUDENT COMPETENCY SHEETS

UNIT NUMBER	TITLE	PAGE NUMBERS
I	BASIC MATH SKILLS ----------	1 - 8
II	BASIC COMMUNICATION SKILLS --------	9 - 17
III	INTERPERSONAL SKILLS I ----------	18 - 33
	INTERPERSONAL SKILLS II ----------	34 - 49
	INTERPERSONAL SKILLS III ----------	50 - 53
IV	ECONOMIC PRINCIPLES/CONCEPTS I ----	54 - 75
	ECONOMIC PRINCIPLES/CONCEPTS II ---	76 - 85
V	OCCUPATIONAL AWARENESS ----------	86 - 88
VI	EMPLOYMENT PROCESS SKILLS ---------	89 - 96

TEACHER'S GUIDE

TABLE OF CONTENTS FOR
STUDENT COMPETENCY SHEETS

TITLE			PAGE NUMBER
UNIT I		BASIC MATH SKILLS	1 - 8
	1.	Add a minimum of six groups of two columns	1
	2.	Subtract two figures from three figures	2
	3.	Multiply three figures by two figures	3
	4.	Divide three figures by two figures	4
	5.	Change decimals to fractions	5
	6.	Change fractions to decimals	6
	7.	Determine given percentages	7
	8.	Calculate using electronic calculator	8
UNIT II		BASIC COMMUNICATION SKILLS	9 -17
	1.	Write legibly	9
	2.	Interpret oral directions	11
	3.	Give oral directions and explanations to individuals	12
	4.	Compose a written message	14
	5.	Interpret written directions	15
	6.	Interpret charted information	16
	7.	Communicate by telephone	17

TITLE		PAGE NUMBER
UNIT III	INTERPERSONAL SKILLS I	18 - 33
	1. Dress appropriately for the job ---	18
	2. Practice good health habits -------	19
	3. Practice professional ethics ------	20
	4. Explain the importance of respecting the feelings of other people --	21
	5. Portray a positive image of one's self ----------	22
	6. Assume responsibility ----------	24
	7. Accept constructive criticism -----	25
	8. Maintain poise ----------	26
	9. Display sense of humor ----------	27
	10. Budget time effectively ----------	28
	11. Use failure constructively --------	29
	12. Organize thoughts logically -------	30
	13. Identify fallacy in logical thinking ----------	31
	14. Recognize emotive language --------	32
	15. Utilize sequential thinking -------	33
	INTERPERSONAL SKILLS II	34 - 49
	1. Work cooperatively with others -----	34
	2. Deal courteously with customers, patients, and clients ----------	36
	3. View others as individuals ---------	37
	4. Utilize appropriate boldness -------	38
	5. Be aware of initiative and motivation in job performance ------	39

TITLE		PAGE NUMBER
	6. Develop an awareness of applying good leadership ability	40
	7. Recognize that success on the job depends on technical proficiency and interpersonal relations	41
	8. Be aware of the importance of your credibility on-the-job	43
	9. Adjust to regulations of the work environment	45
	10. Identify government regulations that pertain to your initial employment	47
	11. Describe legal protection of the employee	48
	INTERPERSONAL SKILLS III	50 - 53
	1. Identify civic organizations and their functions	50
	2. Explain procedures for registering to vote	51
	3. Identify volunteer groups and their functions	52
	4. Determine non-profit public services available and how they function	53
UNIT IV	ECONOMIC PRINCIPLES/CONCEPTS I	54 - 75
	1. Explain profit motive as it relates to the economy, business and the consumer	54
	2. Explain the relationship of profit and the profit motive to sales volume, price determination costs (fixed and variable), and breakeven point	55

TITLE	PAGE NUMBER
3. Describe the influence of competition on product, price, promotion and distribution goals	56
4. Show the relationship of supply and demand and its influence on marketing functions	57
5. Identify the following characteristics of the free enterprise system: profit, private ownership, risk and competition	58
6. Explain the effects of recession and inflation on production, sales, and employment	60
7. Explain the influence of labor organizations on the economy	61
8. Describe the nature of credit and its influence on the economy, business and the individual	63
9. Describe the effects of taxation on business and the individual	65
10. Show the effects of regulations and agencies of government on business organizations	66
11. Explain the role of risk management, including insurance protection for business organizations	68
12. Determine the influence of automation and/or specialization on the economy	70
13. List five influences financial institutions have on the availability of credit and supply of money	71
14. Identify the characteristics of various competitive systems, such as oligopolies, duopolies, and monopolies	73

TITLE		PAGE NUMBER
	15. Describe the effects of the consumerism movement upon the economy ----------	74
	16. Explain the term "value added by marketing" as it relates to the economy ----------	75
	ECONOMIC PRINCIPLES/CONCEPTS II	76 - 85
	1. Prepare a personal financial budget ----------	76
	2. Identify and utilize the services a bank offers ----------	78
	3. Explain how to obtain consumer credit and identify responsibilities that one has who buys on credit ----------	79
	4. Explain how to apply for a loan --	81
	5. Identify the steps for setting up a savings account ----------	82
	6. Identify the steps taken when buying real property ----------	83
	7. Explain how to invest in stocks and bonds ----------	84
	8. Develop an awareness of automobile, property, and personal insurance contracts -----	85
UNIT V	OCCUPATIONAL AWARENESS	86 - 88
	1. Recognize own aptitudes, traits, abilities, and interests in relationship to careers ----------	86
	2. Plan career goals based on identified aptitudes, traits, interests and abilities ----------	87
	3. Research the conditions and life styles that accompany the career goal ----------	88

TITLE		PAGE NUMBER
UNIT VI	EMPLOYMENT PROCESS SKILLS	89 - 96
	1. Identify factors that influence morale and job satisfaction ----------	89
	2. Complete a job application --------	90
	3. Write a resume ----------	91
	4. Maintain a personal data and skill sheet ----------	92
	5. Locate the possibility for a job ----------	93
	6. Prepare for a job interview -------	94
	7. Personal protective equipment -----	95
	8. Write a job application letter ----	96

TEACHER'S GUIDE

TABLE OF CONTENTS FOR
COMPETENCIES WITH REFERENCE MATERIAL

PAGE NUMBER

UNIT I: BASIC MATH SKILLS

1. Add a minimum of six groups of two columns ----- 1

Basic Essentials of Mathematics, page 3-9
Clerical Office Procedures, pages 46-47
Filmslide: "Addition and Subtraction, Parts 1 and 2"
Filmstrip/cassette: "Using Addition"
Math for Business Careers, pages 4-18

2. Subtract two figures from three figures -------- 2

Basic Essentials of Mathematics, pages 11-15
Clerical Office Procedures, pages 47-48
Filmslide: "Addition and Subtraction, Parts 3 and 4"
Filmstrip/cassette: "Using Subtraction"
Math for Business Careers, pages 36-43

3. Multiply three figures by two figures ---------- 3

Basic Essentials of Mathematics, pages 16-20
Clerical Office Procedures, page 49
Filmstrip/cassette: "Using Multiplication"
Filmslide: "Multiplication and Division, Parts 1 and 2"
Math for Business Careers, pages 22-34

4. Divide three figures by two figures ---------- 4

Basic Essentials of Mathematics, pages 24-31
Filmstrip/cassette: "Using Division"
Filmslide: "Multiplication and Division, Parts 3 and 4"
Math for Business Careers, pages 48-58

Table of Contents for Competencies with Reference Material

PAGE NUMBER

5. Change decimals to fractions ---------- 5

Basic Essentials of Mathematics, pages 33-34
Clerical Office Procedures, page 52
Filmslide: "Decimals, Parts 3 and 4"

6. Change fractions to decimals ---------- 6

Basic Essentials of Mathematics,
pages 64-67, 72, 81
Clerical Office Procedures, page 52
Filmslide: "Decimals - Parts 2 and 3"

7. Determine given percentages ---------- 7

Basic Essentials of Mathematics, pages 2-23
Clerical Office Procedures, pages 53-54
Filmstrip/cassette: "Using Percentages"
Newspaper

8. Calculate using electronic calculator ------- 8

Electronic and Mechanical Printing
Calculator Course, pages 1-18
Filmstrip: "Adding and Calculating Machines"

UNIT II: BASIC COMMUNICATIONS SKILLS

1. Write legibly ---------- 9

"Print Tie Together" method

2. Interpret oral directions ---------- 11

Communication Skills, pages 69-74
Film: "The Bell Telephone Series on
Communications"

3. Give oral directions and explanations to individuals 12

Work: Pathway to Independence, pages 117-129

4. Compose a written message ---------- 14

Work: Pathway to Independence, pages 126-130

Table of Contents for Competencies with Reference Material

PAGE NUMBER

5. Interpret written directions ---------- 15

Scope Visuals 29, #1, #2, #4, #5, #8

6. Interpret charted information ---------- 16

Everyday Reading and Writing, pages 4-19

7. Communicate by telephone ---------- 17

Lecture/demonstration by telephone company representative

UNIT III: INTERPERSONAL SKILLS I

1. Dress appropriately for the job ---------- 18

Personality Development for Business, pages 62-72
World of Work, pages 43-44

2. Practice Good Health Habits ---------- 19

Personality Development for Business, pages 47-56
Films: "Good Looks"
"Cleanliness and Health"

3. Practice professional ethics ---------- 20

Ethics for Everyday Living
Films: "How Honest Are You"
"Cheating"
"Developing Your Character"
Discovering Yourself, Chapter 14

4. Explain the importance of respecting the feelings of other people ---------- 21

Your Attitude is Showing, pages 1-6
Filmstrip: "Consideration of Others and Acceptance of Differences"

Table of contents for Competencies with Reference Material

PAGE NUMBER

5. Portray a positive image of one's self ------- 22

Winning with People
How to Win Friends and Influence People
Personality Development for Business, pages 3-12
Succeeding in the World of Work, pages 81-94 and pages 95-96
Film: "It's Up To You"
"Habit Patterns"

6. Assume responsibility ---------- 24

Film: "You Pack Your Own Chute"

7. Accept Constructive Criticism ---------- 25

"The Roots of Self-Confidence"
Personality Development for Business, pages 31-42
Films: "The Outsider"
"Toward Emotional Maturity"

8. Maintain Poise ---------- 26

Personality Development for Business, pages 3-10
Film: "Faces of Courage"

9. Display sense of humor ---------- 27

Work: Pathway to Independence, pages 246-247

10. Budget time effectively ---------- 28

Film: "What Will I Do With My Time"

11. Use failure constructively ---------- 29

Think and Grow Rich
Newspapers with "Dear Abby" or "Dear Ann Landers" articles
Film: "You Can Surpass Yourself"

Table of Contents for Competencies with Reference Material

		PAGE NUMBER
12.	Organize thoughts logically ----------	[illegible]
	Collegiate Dictionary Newspaper Work: Pathway to Independence	
13.	Identify fallacy in logical thinking ---	31
	Collegiate Dictionary Newspaper Work: Pathway to Independence	
14.	Recognize emotive language ----------	32
	Collegiate Dictionary Newspaper Work: Pathway to Independence	
15.	Utilize sequential thinking ----------	33
	Collegiate Dictionary Work: Pathway to Independence	
UNIT III:	INTERPERSONAL SKILLS II	
1.	Work cooperatively with others ---------	34
	Collegiate Dictionary Work: Pathway to Independence	
2.	Deal courteously with customers, patients and clients ----------	36
	Collegiate Dictionary Work: Pathway to Independence	
3.	View others as individuals ----------	37
	Collegiate Dictionary Work: Pathway to Independence	
4.	Utilize appropriate boldness ----------	38
	Collegiate Dictionary Work: Pathway to Independence	
5.	Be aware of initiative and motivation in job performance ----------	39
	Work: Pathway to Independence	

Table of Contents for Competencies with Reference Material

		PAGE NUMBER
6.	Develop an awareness of applying good leadership ability ----------	40
	Collegiate Dictionary Work: Pathway to Independence	
7.	Recognize that success on the job depends on technical proficiency and interpersonal relations ----------	41
	Collegiate Dictionary Work: Pathway to Independence Film: "I Just Work Here"	
8.	Be aware of the importance of your credibility on-the-job ----------	43
	Collegiate Dictionary Presentation by personnel director	
9.	Adjust to regulations of the work environment ----------	45
	Dictionary of Occupational Titles Presentation by employment agency person	
10.	Identify government regulations that pertain to your initial employment ------	47
	Applied Business Law, Chapter 27 Newspapers Magazines Work: Pathway to Independence	
11.	Describe legal protection of the employee	48
	Applied Business Law, Chapter 27 Law As People Live It, Chapter 28 Copies of Labor Laws Representative from management and labor Newspapers	

UNIT III: INTERPERSONAL SKILLS III

1.	Identify civic organizations and their functions ----------	50
	Local Chamber of Commerce Community Action Agency	

Table of Contents for Competencies with Reference Material

PAGE NUMBER

2. Explain procedures for registering to vote ----- 51

"Voter Registration"
Film: "Right to Vote"
Representative from County Clerk's office

3. Identify volunteer groups and their functions -- 52

Chamber of Commerce or Community Action Agency

4. Determine non-profit public services available and how they function ---------- 53

Local Chamber of Commerce
Community Action Group

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS I

1. Explain profit motive as it relates to the economy, business, and consumer ---------- 54

Economics in Action, pages 73-74
Film: "The Marvelous Mousetrap"

2. Explain the relationship of profit and the profit motive to sales volume, price determination costs (fixed and variable) and breakeven points ------- 55

Economics in Action, pages 117-120
Film: "The Marvelous Mousetrap"

3. Describe the influence of competition on product, price, promotion, and distribution goals -------- 56

Economics in Action, pages 120-122
Filmstrip series "The American Economy"

4. Show the relationship of supply and demand and its influence on marketing functions ---------- 57

Economics in Action, pages 103-105
Filmstrip series "The American Economy"

5. Identify the following characteristics of the free enterprise system: profit, private ownership, risk and competition ---------- 58

Economics, Principles, and Applications, pages 41-46
Film: "Kingdom of Mocha"

Table of Contents for Competencies with Reference Material

PAGE NUMBER

6. Explain the effects of recession and inflation on production, sales and employment ---------- 60

7. Explain the influence of labor organization on the economy ---------- 61

Succeeding in the World of Work, pages 50-61
Economics, Principles, and Applications pages 278-295
Film: "Everybody Knows"

8. Describe the nature of credit and its influence on the economy, business, and the individual ---------- 63

Economics, Principles and Applications pages 319-328
Succeeding in the World of Work pages 166-183
Film: "Finances and Credit Economics"
"Money Management and Family Financial Planning"

9. Describe the effects of taxation on business and the individual ---------- 65

Film: "Government"
Succeeding in the World of Work pages 209-225
Economics, Principles and Applications pages 411-421

10. Show the effects of regulations and agencies of government on business organizations ---- 66

Economics, Principles and Applications pages 395-408
Succeeding in the World of Work pages 184-192
Film: "Government"

11. Explain the role of risk management including insurance protection for business organizations 68

Economics, Principles and Applications pages 267-274
Film: "Innovation"

Table of Contents for Competencies with Reference Material

PAGE NUMBER

12. Determine the influence of automation and/or specialization on the economy ----- 70

Economics, Principles and Applications
Film: "People"
"Data Processing"

13. List five influences financial institutions have on the availability of credit and supply of money ---------- 71

Economics, Principles and Applications
pages 331-347
Film: "Credit"

14. Identify the characteristics of various competitive systems such as oligopolies, duopolies, and monopolies ---------- 73

Economics, Principles and Applications
Film: "The American Album"

15. Describe the effects of the consumerism movement upon the economy ---------- 74

Succeeding in the World of Work
pages 145-164
Economics, Principles and Applications
Film: "The Report to the Consumer"

16. Explain the term "value added by marketing" as it relates to the economy ---------- 75

Consumer Economic Problems, pages 82-86
Film: "Manufacturing and Material Handling"

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS II

1. Prepare a personal financial budget ------- 76

Succeeding in the World of Work, pages 131-144
Filmstrip/cassette" "Managing Your Money"

2. Identify and utilize the services a bank offers ---------- 78

Succeeding in the World of Work

Table of Contents for Competencies with Reference Material

PAGE NUMBER

3. Explain how to obtain consumer credit and identify responsibilities that one has who buys on credit ---------- 79

Succeeding in the World of Work
Filmstrip/cassette: "Charge It, Please"

4. Explain how to apply for a loan ---------- 81

Consumer Credit

5. Identify the steps for setting up a savings account ---------- 82

General Business
Representative from local savings institute

6. Identify the steps taken when buying real property ---------- 83

Business Law
Representative from realtor company

7. Explain how to invest in stocks and bonds-- 84

General Business
Presentation from representative of a brokerage firm
Wall Street Journal
Newspaper

8. Develop an awareness of automobile, property, and personal insurance contracts ---------- 85

Business Law
Insurance contracts

UNIT V: OCCUPATIONAL AWARENESS

1. Recognize own aptitudes, traits, abilities and interests in relationship to careers --- 86

Succeeding in the World of Work
Filmstrip/cassette: "Education and Training"

2. Plan career goals based on identified aptitudes, traits, interests and abilities 87

Succeeding in the World of Work

Table of Contents for Competencies with Reference Material

PAGE NUMBER

3. Research the conditions and life styles that accompany the career goal ---------- 88

Succeeding in the World of Work
Dictionary of Occupational Titles

UNIT VI: EMPLOYMENT PROCESS SKILLS

1. Identify factors that influence morale and job satisfaction ---------- 89

Succeeding in the World of Work
Filmstrip/cassette: "Self-Concept and Employment"

2. Complete a job application ---------- 90

How to Find and Apply for a Job
Filmstrip/cassette: "Application"
Getting a Job

3. Write a resume ---------- 91

Getting a Job
Filmstrip/cassette: "Resume"

4. Maintain a personal data and skill sheet -- 92

How to Find and Apply for a Job

5. Locate the possibility for a job ---------- 93

Getting a Job
Filmstrip/cassette: "Job Seeking Skills"

6. Prepare for a job interview ---------- 94

How to Find and Apply for a Job
Filmstrip/cassette: "Interview"

7. Personal Protective Equipment ---------- 95

West Virginia Safety and You on the Job
Films: "Eyes, Hands, and Feet"
"Don't Take Chances"
"It Didn't Have to Happen"
"General Safety"

Table of Contents for Competencies with Reference Material

PAGE NUMBER

8. Write a job application letter ---------- 96

How to Find and Apply for a Job
Getting a Job
Filmstrip/cassette: "Job Seeking Skills"

TEACHER'S GUIDE

LISTING OF EVALUATIONS FOR COMPETENCIES

PAGE NUMBER

UNIT I: BASIC MATH SKILLS

1. Add a minimum of six groups of two columns ----- 1

(EVALUATION: Given five addition problems, consisting of six groups of two columns, determine the correct sum for each problem, using no references.)

98	41	77	56	18
76	88	96	37	43
84	52	89	87	76
52	69	90	99	94
79	93	86	58	29
99	39	45	24	75
488	382	483	361	335

2. Subtract two figures from three figures -------- 2

(EVALUATION: Given five subtraction problems, consisting of two figures from three figures, determine the correct differences for each problem, using no references.)

164	291	575	921	101
-32	-19	-79	-68	-95
132	272	496	853	6

3. Multiply three figures by two figures ---------- 3

(EVALUATION: Given five multiplication problems, consisting of three figures by two figures, determine the correct product for each problem, using no references.)

936	354	743	345	452
x47	x55	x25	x32	x16
43992	19470	18575	11040	7232

4. Divide three figures by two figures -------- 4

(EVALUATIONS: Given five division problems, consisting of three figures divided by two figures, determine the correct answers for the problems, using no references.)

378 divided by 18 = 21
402 divided by 67 = 6
576 divided by 75 = 7.68
315 divided by 15 = 21
168 divided by 12 = 14

5. Change decimals to fractions ---------- 5

(EVALUATION: Given ten decimals, correctly change each to common fractions.)

.1 = 1/10	.5 = 1/2	.50 = 1/2
.8 = 4/5	.75 = 3/4	.25 = 1/4
.80 = 4/5	.90 = 9/10	.33 1/3 = 1/3
		.66 2/3 = 2/3

6. Change fractions to decimals ---------- 6

(EVALUATION: Given six fractions, correctly change to equivalent decimals.)

1/10 = .1	1/2 = .50	1/4 = .25
3/4 = .75	3/10 = .3	7/10 = .7

7 Determine given percentages ---------- 7

(EVALUATION: Given five written problems in percent, determine the correct solution for each problem.)

a. If you receive a score of 80% on a test of 20 problems, how many problems did you have correct? 16

7 b. A man had an income of $6,900 a year. He spent 30% for rent, 23% for food, 18% for clothing, 13% for other items, and he saved the remainder. (1) What percent of his income did he save? 16%
(2) How much money did he save? $1,104

c. At 6% simple interest, Bill deposited $500 in a savings account on the first day of the year. How much will he have in his savings account the last day of the year? $530

d. In July, Mary paid $40 for a swim suit that was priced at $50 in May. What percent had the swim suit decreased in price? 20%

e. In Happyville, 20% of the population attended school. If 6,000 people attend school, what is the population of Happyville? 30,000

8. Calculate using electronic calculator ------- 8

(EVALUATION: Given a calculator and ten problems, determine the correct answer to each problem, using no references.)

851.06	12.37	1,504	567.1
29.16	7.46	x 119	x 426
72.98	539.40		
62.59	66.28	178,976	241,584.6
32.66	88.69		
3.47	.91		
.68	-149.70		
		2.46	1976.06
1052.60	565.41	x 3.4	-1216.96
		8.36	759.10

230.18 divided by 677 = .34

624.58 divided by 334 = 1.87

29% of 153.89 = 44.63

34% of 706.42 = 240.18

Listing of Evaluations for Competencies PAGE NUMBER

UNIT II: BASIC COMMUNICATIONS SKILLS

1. Write legibly ---------- 9

(EVALUATION: Submit to the teacher a legible hand written copy using the "print tie together" method of any two paragraphs you have chosen from a book, magazine, or newspaper.)

2. Interpret oral directions ---------- 11

(EVALUATION: Respond to a complex oral direction by organizing it in your own words. Then repeat the directions to the instructor or provide the instructor with an audio tape.)

3. Give oral directions and explanations to individuals ---------- 12

(EVALUATION: Have the instructor sit down facing the class and remove one of his/her shoes. Now seat yourself with your back to the class behind the instructor and give oral directions to the instructor on how to put on the shoe correctly, following your directions. Do not assume anything.)

4. Compose a written message ---------- 14

(EVALUATION: Without using any reference, do the following: As chairman of the valentine dance committee, plan a letter to the Riverside Country Club asking for the cost of renting their ballroom. Write out each of the learning steps. You need this information by January 20th for a report to your organization)

5. Interpret written directions ---------- 15

(EVALUATION: Given written directions, follow the directions and reach the desired outcome.)

6. Interpret charted information ---------- 16

(EVALUATION: Prepare a chart with a legend showing your activities for one 24-hour period.)

Listing of Evaluations for Competencies PAGE NUMBER

7. Communicate by telephone ---------- 17

(EVALUATION: Take a given telephone situation written by another student and role-play the phone usage. Have the class critique your effort.)

UNIT III: INTERPERSONAL SKILLS I

1. Dress appropriately for the job ----- 18

(EVALUATION: Present to the class an outfit that would be appropriate for a job you have chosen. Explain why the attire would be considered appropriate.)

2. Practice good health habits --------- 19

(EVALUATION: Maintain a chart for a period of one week that shows your good health habits. Write a weekly plan detailing good health habits.)

3. Practice professional ethics -------- 20

(EVALUATION: For one week's time determine what your activities are going to be practicing professional ethics. To determine your success, defend to the class the success of carrying out your plan.)

4. Explain the importance of respecting the feelings of other people ---------- 21

(EVALUATION: List five reasons why a person should respect the feelings of others.)

5. Portray a positive image of one's self -- 22

(EVALUATION: List in writing seven factors involved in a positive image. After practicing a plan to improve your self-image, have the students evaluate you in each of the seven areas within one week.)

6. Assume responsibility ---------- 24

(EVALUATION: In writing, indicate three responsibilities you have at home and explain how well you are achieving them.)

Listing of Evaluations for Competencies PAGE NUMBER

7. Accept constructive criticism -------- 25

(EVALUATION: Write an account of three instances where you have accepted constructive criticism in the past week.)

8. Maintain poise ---------- 26

(EVALUATION: List and explain at least five factors that have helped you to maintain poise. After having analyzed your poise and ways to improve it, keep track of your success over a period of one week.)

9. Display sense of humor ---------- 27

(EVALUATION: Write a list of three instances where a sense of humor has helped you through difficult situations. Identify five instances you found humorous.)

10. Budget time effectively ---------- 28

(EVALUATION: Develop a three day time schedule for your activities. Keep an accurate record of time spent on your activities for those three days. Compare the proposed time schedule to your actual time schedule, and indicate the effectiveness of your proposed schedule.)

11. Use failure constructively ---------- 29

(EVALUATION: Select a recent personal failure, explain how you analyzed that failure and how you profited by it.)

12 Organize thoughts logically ---------- 30

(EVALUATION: Given a real issue either local, state, or national, examine the issue thoroughly. List the purposes of all persons concerned in the issue. List the possible choices of action taken and justify those actions. Your logic must stand the instructor's questioning.)

Listing of Evaluations for Competencies PAGE NUMBER

13. Identify fallacy in logical thinking 31

(EVALUATION: Write a set of directions to persons writing letters to the editor so that they may write logical letters without fallacies on subjects of their choice.)

14. Recognize emotive language ---------- 32

(EVALUATION: Given a current newspaper, locate and underline samples of emotive language, prejudice, bandwagon, jargon, and gobbledygook. Write the correct identifying term over each underlined selection.)

15. Utilize sequential thinking ---------- 33

(EVALUATION: Given the following example of "fuzzy" or non-sequential thinking, restate and realign the passage to be sequential:
Example: Dave Clark put his class candidate's campaign poster up in place of the other candidates. He tore some signs down and marked on others. He did this to get his candidate elected. He broke into the school.)

UNIT III: INTERPERSONAL SKILLS II

1. Work cooperatively with others --------- 34

(EVALUATION: Given your choice of one of the quotes listed in the individual learning activity, select one and list five ways it will assist you in working cooperatively in your trade.)

2. Deal courteously with customers, patients and clients ---------- 36

(EVALUATION: Given the following hypothetical situation, select a courteous response and list three or more ways how it might improve the situation:

Listing of Evaluations for Competencies PAGE NUMBER

2 continued

Mrs. Schmidt came into your establishment at 11:00 a.m. with a complaint that was committed by another establishment. You were busy taking stock inventory which was to be completed before 12:00 noon. Being pressed for time, you raised your voice to Mrs. Schmidt and indicated to her you could not take time to discuss the matter. Mrs. Schmidt left, but immediately upon returning home reported the incident to the Better Business Bureau. They in turn reported the matter to your supervisor, who repremanded you. How would you correct the situation?)

3. View others as individuals ---------- 37

(EVALUATION: Select an instance wherein a person is a member of a party, a class, group or organization, and list the differences in regarding the person as an individual and as a part of the group.)

4. Utilize appropriate boldness ---------- 38

(EVALUATION: Consider yourself on the job in your occupational area. List five possible instances of appropriate boldness.)

5. Be aware of initiative and motivation in job performance ---------- 39

(EVALUATION: Assume a possible job situation in your study area, list three things you might do to improve each of the following: initiative, motivation, and job performance.)

6. Develop an awareness of applying good leadership ability ---------- 40

(EVALUATION: Given the following ten attributes of a good leader, select five which you consider essential to good leadership: conducts well, patience, power conscious, understanding, greedy, title conscious, sets examples, supremacy, sensitivity to others, directness.)

Listing of Evaluations for Competencies PAGE NUMBER

7. Recognize that success on the job depends on technical proficiency and interpersonal relations ---------- 41

(EVALUATION: Write about an instance where you have failed because you did not practice good interpersonal relations with an employer, family member, or school personnel, and answer the question: What should you have done to succeed?)

8. Be aware of the importance of your credibility on-the-job ---------- 43

(EVALUATION: Choose an important national person and list the traits that make this person credible and those traits that do not.)

9. Adjust to regulations of the work environment ---------- 45

(EVALUATION: List in your own words twenty reasons why people have difficulty adjusting to work environments.)

10. Identify government regulations that pertain to your initial employment ---- 47

(EVALUATION: Identify three areas that relate to government regulations that protect people in your occupational area.)

11. Describe legal protection of the employee 48

(EVALUATION: You have been fired from your job with no explanation. What recourses do you have? List three.)

UNIT III: INTERPERSONAL SKILLS III

1. Identify civic organizations and their functions ---------- 50

(EVALUATION: Identify in writing at least five civic organizations and their functions.)

2. Explain procedures for registering to vote ---------- 51

Listing of Evaluations for Competencies PAGE NUMBER

2. (EVALUATION: Write a one page report on the procedures to follow for registering to vote, including the above learning steps.)

3. Identify volunteer groups and their functions ---------- 52

(EVALUATION: Identify one volunteer group in your area and its major function, and explain why you would or would not like to belong to the group.)

4. Determine non-profit public services available and how they function -------- 53

(EVALUATION: Select one non-profit service found in your area and explain why money should be taken out of your income to support it.)

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS I

1. Explain profit motive as it relates to the economy, business and consumer ------ 54

(EVALUATION: Write a one page report on how the profit motive effects the possibilities of your buying a car.)

2. Explain the relationship of profit and the profit motive to sales volume, price determination costs (fixed and variable) and breakeven point ---------- 55

(EVALUATION: Draw a diagram showing the relationship between sales volume, price, and breakeven points.)

3. Describe the influence of competition on product, price, promotion, and distribution goals.

(EVALUATION: Describe a market reaction to the development of an alternative fuel to gasoline.)

Listing of Evaluations for Competencies PAGE NUMBER

4. Show the relationship of supply and demand and its influence on marketing functions ---------- 57

(EVALUATION: Explain the relationship of supply and demand as it relates to a superb college athlete's salary in a pro draft.)

5. Identify the following characteristics of the free enterprise system: profit, private ownership, risk and competition 58

(EVALUATION: Compare the local hardware store or newspaper to the local school system in terms of the characteristics of the free enterprise system.)

6. Explain the effects of recession and inflation on production, sales, and employment ---------- 60

(EVALUATION: Given a situation of severe inflation or recession, explain in writing how it effects you.)

7. Explain the influence of labor organizations on the economy ---------- 61

(EVALUATION: Using no references, write a two page report interpreting the influence of employment and labor organizations on the economy and the individual.)

8. Describe the nature of credit and its influence on the economy, business, and the individual. ---------- 63

(EVALUATION: You have just received a credit card with a limit of $800 on your account. How does this effect your credit over a 12 month period?)

9. Describe the effects of taxation on business and the individual ---------- 65

(EVALUATION: Given an increase in business and individual taxes, describe the effect on your spendable income.)

Listing of Evaluations for Competencies PAGE NUMBER

10. Show the effects of regulations and agencies of government on business organizations --------- 66

(EVALUATION: Describe the effects government regulations have had on nuclear power industry.)

11. Explain the role of risk management, including insurance protection for business organizations --------- 68

(EVALUATION: You now have a car. List the advantages of having full or partial coverage on the vehicle you own.)

12. Determine the influence of automation and/or specialization on the economy 70

(EVALUATION: Write a paper explaining how the influence of automation and/or specialization on the economy, business and the individual effected the pocket calculator.)

13. List five influences financial institutions have on the availability of credit and supply of money ---------- 71

(EVALUATION: Prepare a report on how you would start your own business, using the five influences financial institutions have on the availability of credit and money as a guide.)

14. Identify the characteristics of various competitive systems, such as oligopolies, duopolies, and monopolies ---------- 73

(EVALUATION: List five characteristics of each of the competitive systems, and one advantage and disadvantage of each system.)

15. Describe the effects of the consumerism movement upon the economy ---------- 74

(EVALUATION: Identify and write comments on five products that have been changed because of the consumerism movement.)

Listing of Evaluations for Competencies — PAGE NUMBER

16. Explain the term "value added by marketing" as it relates to the economy ---------- 75

(EVALUATION: List one advantage or disadvantage caused by the "value added by marketing" concept in conjunction with the economy.)

UNIT IV: ECONOMIC PRINCIPLES/CONCEPTS II

1. Prepare a personal financial budget 76

(EVALUATION: Prepare and maintain a realistic budget for yourself, be sure to list any gifts, loans or allowance. The budget may be based on a weekly or monthly time period. Submit for evaluation after one week's time.)

2. Identify and utilize the services a bank offers ---------- 78

(EVALUATION: Compile a list of five services offered to you by your area bank and comment on any of these services that have been utilized by you or your family.)

3. Explain how to obtain consumer credit and identify responsibilities that one has who buys on credit ---------- 79

(EVALUATION: Explain in writing the proper procedure you must follow to purchase on credit an item worth $100, and maintain a good credit rating.)

4. Explain how to apply for a loan ------- 81

(EVALUATION: Explain in writing the procedure you must follow to secure and maintain each of the following types of loans: passbook loans, personal loans, unsecured loans.)

5. Identify the steps for setting up a savings account ---------- 82

(EVALUATION: Explain in writing the advantages and disadvantages of your investing in a savings account.)

Listing of Evaluations for Competencies PAGE NUMBER

6. Identify the steps taken when buying real property ---------- 83

(EVALUATION: Write a report on what steps you should follow to purchase the home you are now living in. List who you would contact and why.)

7. Explain how to invest in stocks and bonds ---------- 84

(EVALUATION: Explain in writing the procedure you would use to invest in stocks and bonds and why.)

8. Develop an awareness of automobile, property, and personal insurance contracts ---------- 85

(EVALUATION: Explain in writing the nature and purpose of automobile, property, and personal insurance contracts.)

UNIT V: OCCUPATIONAL AWARENESS

1. Recognize own aptitudes, traits, abilities, and interests in relationship to careers 86

(EVALUATION: Write a report stating which of your own aptitudes, traits, interests, and abilities you have now recognized as playing a major role in relationship to your career.)

2. Plan career goals based on identified aptitudes, traits, interests, and abilities 87

(EVALUATION: List your own identifiable aptitudes, traits, interests, and abilities and compare them with the ones recommended for your chosen career goal. Write a comment on your findings.)

3. Research the conditions and life styles that accompany the career goal --------- 88

(EVALUATION: Write a report on "Selecting a Realistic Career Goal" for yourself and comment on the conditions and life style that you feel will accompany it.)

Listing of Evaluations for Competencies PAGE NUMBER

UNIT VI: EMPLOYMENT PROCESS SKILLS

1. Identify factors that influence morale and job satisfaction --------- 89

(EVALUATION: Compile a written list of five factors that influence high morale and job satisfaction and apply these to your present job or future career. Comment in writing on the results.)

2. Complete a job application ---------- 90

(EVALUATION: Given a job application, complete it.)

3. Write a resume ---------- 91

(EVALUATION: Using a pen, write a resume which must be centered properly on typing paper. No errors or erasures permitted.)

4. Maintain a personal data and skill sheet ---------- 92

(EVALUATION: Using a pen, write on typing paper a personal data and skill sheet that contains the following requirements: (1) Personal; (2) Skills; (3) Education; (4) Experience; (5) Interests and Hobbies; (6) Personal References.

5. Locate the possibility for a job ------ 93

(EVALUATION: Compile a list of five business establishments in your area that you would consider as your possible future employers and explain why.)

6. Prepare for a job interview ---------- 94

(EVALUATION: Role-play a job interview in your chosen job area.)

7. Personal protective equipment --------- 95

(EVALUATION: Without any references, list the seven basic types of personal protective equipment, and name two types of industries for each item where this is required.)

Listing of Evaluations for Competencies PAGE NUMBER

8. Write a job application letter ------ 96

(EVALUATION: Using a pen, write on typing paper a letter of application that meets the following requirements: (1) Follow a chosen model; (2) Center properly.

TEACHER'S GUIDE

EQUIPMENT/AIDES NEEDED

The following equipment and/or aides will be required in order to successfully complete the Student Competency Sheets for Competencies Common to All Occupations.

1. Adding Machine
2. Audio or visual tape recorder
3. Bulletin Board
4. Calculator
5. Calendar
6. Cassette player
7. Charts
8. Collegiate Dictionary
9. Diary
10. Insurance Contracts
11. Magazines
12. Newspapers
13. Overhead
14. Paper
15. Pen
16. Pencil
17. Projector, 16mm
18. Scrap Book
19. Telephone
20. Textbooks

LISTING OF REFERENCE MATERIAL

REFERENCE BOOKS:

Economics in Action. Calderwood, James D. and Fersh, George L. New York, New York: The Macmillian Company, 1968.

Basic Essentials of Mathematics - Part One - Revised. Shea, James T. Austin, Texas: Steck-Vaugtin Company, 1975

Clerical Office Procedures - Fifth Edition. Meehan, J. R., Pasewark, W. R., Oliverio, M. E. Cincinnati, Ohio: South-Western Publishing Company, 1973.

Math for Business Careers - Fourth Edition. Huffman, H., Twiss, R. M., Williams, H. H. New York, New York: McGraw-Hill Book Co., 1975.

Electronic and Mechanical Printing Calculator Course. Pasewark, William R. Cincinnati, Ohio: South-Western Publishing Co.

Personality Development for Business, 4th Edition, Allien R. Russon, South-Western Publishing Co., 1973.

Ethics for Everyday Living, Guidance Services Booklets, Science Research Associates. Chicago, Ill.

Your Attitude is Showing, Elwood N. Chapman, Science Research Associates, Inc., Chicago, Illinois. The University of Texas Division of Extension, Distributive Education Dept.

Winning with People, Dorothy Jongeward, Addison-Wesley Publishers 1973.

How to Win Friends and Influence People, Dale Carnegie, Simon & Shuster Publishers, Inc., New York, 1936.

Think and Grow Rich, Napoleon Hill Fawcett Publications, Greenwich, Conn., 1960.

Human Relations Games, Jimmy G. Koeninger, Ph. D. Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210.

The Art of Successful Self-Expression and Communication, Motivation, Inc., Springdale, Conn.

The Art of Successful Communications, 1st Edition, Shidle

Listing of Reference Material (continued)

Consumer Credit, Fetterman, E. and Jordan, R. Peoria, Illinois Chas. A. Bennett Co., Inc., 1976

Business Law Getz, George, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977.

Succeeding in the World of Work, Kimbrell, G. and Vineyard, B.S. Bloomington, Illinois: McKnight Publishing Company, 1975.

How to Find and Apply for a Job, Kushner, J. A. and Keily, H.J. Cincinnati, Ohio: South-Western Publishing Co., 1975

Getting the Job Lynch, R. L. and Heir, E. L. New York: McGraw-Hill Book Company, 1977.

Dictionary of Occupational Titles, U.S. Department of Labor, Washington, D.C., U.S. Government Printing Office, 1966.

Everyday Reading and Writing, Frank C. Laubach, Elizabeth Mooney Kirk, and Robert S. Lavbach. New Readers Press, Syracuse, N.Y., Copy Right 1970, Revised 1976.

World of Work by Grady Kimbrell and Ben S. Vineyard. McKnight Publishing Company, Bloomington, Ill. 1976.

Applied Business Law, 11th Edition, McKee Fisk and Norbert J. Mietus, South-Western Publishing Co., Cincinnati, Ohio 1977

Economics, Principles, and Applications, Arthur R. Olsen and John W. Kennedy, South-Western Publishing Co., Cincinnati, O.

Safety and You On the Job, West Virginia Vocational Curriculum Laboratory, Department of Occupational, Adult and Safety Education, Marshall University, and the West Virginia Bureau of Vocational, Technical and Adult Education, Charleston, West Virginia.

Occupational Safety Health Administration (O.S.H.A.)

PAMPHLET:

"Discovering Yourself", Science Research Associates, Chicago, Illinois.

Listing of Reference Material (continued)

FILMSLIDES, FILMSTRIP/CASSETTES:

Mast Learning System, Davenport, Iowa

"Addition and Subtraction"
"Multiplication and Division"
"Decimals"

Nystrom, Division of Carnation, Chicago, Illinois

"Using Basic Math Skills"

Singer Education Division, Society for Visual Education, 1345 Diversey Parkway, Chicago, Ill. 60614

"Education and Training"
"Self-Concept Employment"
"Application"
"Resume"
"Job Seeking Skills"
"Interview"
"Adding and Calculating Machines"

McGraw-Hill Films, New York, NY

"American Economy Series"

McKnight Publishing Company, Bloomington, Illinois

"Managing Your Money"
"Charge It, Please"

EMI, Madison, Wisconsin

"Free Enterprise"

Charles W. Clark Co., Inc., Farmingdale, NY

"Basic Principles of Economics"

Creative Visuals, Box 310E, Big Spring, Texas 79720

"Talking and Listening"
"Listen and Learn"
"Talk Better and Get Ahead"

Scholastic Book Services, New York, NY

"Scope Visuals 29"
"Following Directions"

DO NOT RUN THIS PAGE

Listing of Reference Material (continued)

FILMS:

"Pack Your Own Chute", Dr. Eden Ryl, Ramic Productions, 4910 Birch Street, Newport Beach, Ca. 92660

"The Outsider", #3074, State Department of Education, Audio-Visual Library, Columbia, South Carolina.

"Toward Emotional Maturity", #3034, State Department of Education, Audio-Visual Library, Columbia, South Carolina.

"What Will I Do With My Time" Association Films., Inc., New York Life Insurance Co., 5797 New Peachtree Road, Atlanta, Georgia 30340

"You Can Surpass Yourself", Dr. Eden Ryl, Ramic Productions, 4910 Birch Street, Newport Beach, Ca. 92660

"The Bell Telephone Series on Communication", obtained through local telephone office.

"The Marvelous Mousetrap", Rockville, Maryland, Bureau of National Affairs, Inc.

"Good Looks", Modern Talking Picture Service, 910 Penn Avenue, Pittsburgh, Pa. 15222

"Cleanliness and Health", University of Michigan Film Library, University of Michigan.

"How Honest Are You?", Coronet Instructional Films, 65 East South Water Street, Chicago, Ill. 60601.

"Cheating" Young American Films.

"Developing Your Character" Coronet Instructional Films, 65 South Water Street, Chicago, Ill. 60601

"Consideration of Others and Acceptance of Differences", Coronet Instructional Films, 65 East South Water Street, Chicago, Ill.

"It's Up To You", Modern Talking Picture Service, 910 Penn Ave., Pittsburgh, Pa. 15222

"Habit Patterns" #6134, State Department of Education, Audio-Visual Library, Columbia, South Carolina

"Eyes, Hands and Feet", International Film Bureau, Inc., 332 S. Michigan Avenue, Chicago, Ill. 60604

"Don't Take Chances", International Film Bureau, Inc., 322 S. Michigan Avenue, Chicago, Ill. 60604

Listing of Reference Material (continued)

"It Didn't Have to Happen", International Film Bureau, Inc., 322 S. Michigan Avenue, Chicago, Ill. 60604.

"General Safety"
"Kingdom of Mocha"
"Finances and Credit Economics"
"Data Processing"
"Manufacturing and Material Handling"
"Energy vs. Ecology"

Modern Talking Picture Service, Film Scheduling Center, 2323 New Hyde Park Road, New Hyde Park, NY 11042

"Organization"
"Money Management and Family Financial Planning"
"Government"
"Innovation"
"People"
"The American Album"
"Report to Consumer"

American Enterprise Services, American Talking Picture Service, 2323 New Hyde Park Road, New Hyde Park, NY 11040

"Faces of Courage", Courage Center, Film Librarian, 3915 Golden Valley Road, Golden Valley, Minn. 55422.

"Credit", Money Management and Family Financial Planning Series, 1973, Aetna Life and Casuality, Public Relations & Advertising Department, Film Library, 151 Farmington Ave., Hartford, Conn. 06156.

"Everybody Knows", U.S. Chamber of Commerce, AV Dept., 1615-H Street, N.W., Washington, D.C. 20006

ADDITIONAL REFERENCE MATERIAL

THAT MAY BE UTILIZED BY INSTRUCTOR

TO SUPPLEMENT COMPETENCIES

I. CAREER PREPARATION SERIES, McKnight Publishing Company Box 2854, Bloomington, Illinois 61701

A. "Success Core"

Student Benefits: Able to deal with personal fears * Able to set meaningful goals * Have tools needed to achieve goals * Able to conduct a self reliant, self improvement process * Understand the need and process for qualified advice * Able to deal with roadblocks * Able to personally define concepts of success and failure * Gain a solid base for succeeding in any other course.

B. "Careereach"

Student Benefits: Able to clarify personal and career values * Develop personal career guidelines which identify what the student wants from a career * Able to confront career interests in a realistic manner * Able to establish career goals and alternatives.

C. "Job Search, Seizure, and Survival"

Student Benefits: Able to understand, locate, organize, develop, and use occupational resources * Able to systematically prepare for, display competence during, and conduct an effective follow-up to a job interview * Understand how to get along with supervisors and fellow employees and work toward job advancement.

D. "Decision Making"

Student Benefits: Able to conduct a self-assessment concerning personal decision of all kinds * Able to apply effective tools in decision making situations: 1. Identify the key issue; 2. Determine decision factors; 3. Understand choices; 4. Develop plan of action.

Additional Reference Material (continued)

E. "Learning Skills"

Student Benefits: Learn to listen effectively * Acquire a uniquely effective note-taking system * Learn how a textbook is organized and how to study * Understand how a composition is organized * How to successfully take tests - objective and subjective * Learn the study process and how to use it effectively.

II. INDIVIDUALIZED RELATED INSTRUCTION FOR SUCCEEDING IN THE WORLD OF WORK, McKnight Publishing Company, Box 2854, Bloomington, Illinois 61701

Text/Activity Workbook: Designed for Cooperative Education student not attending a regular class. This combination text/activity workbook helps broaden the Coordinator's relationship with students, allowing areas of emphasis and activity to be planning with and for each student individually. Six units provide to-the-point knowledge of working and preparing for success.

Contents:

UNIT I - YOUR LIFESTYLE AND WORK
The Pursuit of Happiness * What's Ahead
Activity 1 Survey Questionnaire
Activity 2 Analyzing Goals

UNIT II - EXPLORING CAREERS THROUGH YOUR PART-TIME JOB
Qualifications and Interests
Your Part-Time Job
Where to Look
Activity 3 Analyzing Qualifications & Interests
Activity 4 Locating Vacancies

UNIT III - APPLYING FOR A JOB
Application Forms * Letters of Application * Personal Data Sheets * Interviews
Activity 5 Making Application
Activity 6 Writing Letters of Application
Activity 7 Rewriting Letter of Application
Activity 8 Preparing a Personal Data Sheet
Activity 9 Interviewing Applicants

Additional Reference Material (continued)

UNIT IV - EMPLOYER-EMPLOYEE AND CO-WORKER RELATIONSHIPS
The Importance of Attitude
What Your Employer May Expect
What You, the Employee, May Expect
Getting Along with Co-Workers
Unions and Professional Groups
Activity 10 Employer-Employee Case Studies
Activity 11 Co-Worker Case Studies

UNIT V - YOUR PROGRESS ON THE JOB
Your Success and Achievement
Performance Review and Evaluation
Terminating the Job
Activity 12 Delegating Responsibility Case

UNIT VI - SELF-INVENTORY
Information on Self
Activity 13 Attitudinal Inventory
Activity 14 Values Appraisal Scale
Activity 15 Hobby Interests Evaluation
Activity 16 People-Data-Things Evaluation
Identifying Your Aptitudes and Abilities
Activity 17 Vocabulary Test
Activity 18 Math Test
Activity 19 Clerical Aptitude Test
Activity 20 Career Profile Analysis

III: PERSONAL PSYCHOLOGY FOR LIFE AND WORK, Rita K. Baltus, North Central Technical Institute, Wausau, Winconsin, McGraw-Hill Book Company, 1976

Personal Psychology for Life and Work introduces the areas of sociology and psychology to vocational and technical students. Flexible and easy to read, the text-workbook is carefully geared to the interests and concerns of today's young adult.

The text covers an unusually wide variety of subjects, including motives, human needs and wants, senses, perception, personality, health, problem solving, and family living patterns. These text discussions are reinforced with numerous examples involving young vocational students. It is through these discussion that students learn to achieve greater self-understanding and strive for fuller development of their individual potential.

DO NOT FILM THIS PAGE

Additional Reference Material (continued)

IV. REAL LIFE READING SKILLS, Beatrice Jackson Levin, Assistant Director of Reading, School District of Philadelphia, Pa. Scholastic Book Services.

Real Life Reading Skills' purpose is to teach and check mastery of basic functional literacy skills.

Six functional skills areas included are: SIGNS AND LABELS (Road signs, Labels - medicine, clothing, goods); FOLLOWING DIRECTIONS (emphasis on functional application); FILLING OUT FORMS AND APPLICATIONS (jobs, driver's license, social security, loans, mail order, medical assistance, more); USING REFERENCE MATERIAL (dictionary, phone book, the index, building directory, train schedule, more); READING NEWSPAPERS AND MAGAZINES (ads, announcements, news items, reviews, more); DEVELOPING CONSUMER SKILLS (reading critically, determining real value - guarantees, trial offers, the sales pitch, unit pricing, fact vs. opinion).

V. WORK: PATHWAY TO INDEPENDENCE, Bill G. Gooch, Lois Carrier, and John Huck, Southern Illinois University-Carbondale, American Technical Society, Chicago, Ill. 1979

(The following material taken from the text, page x and xi)

Work: Pathway to Independence is divided into eleven parts. Each part represents an important but separate aspect of the book.

PART I: "On the Move Toward Independence", is an overview of cooperative education. It explains what cooperative education is, what it hopes to accomplish, and how it works.

PART II: "Under the Big Umbrella", is concerned with the sensitive subject of human relations on the job. The authors have approached topics like how to relate to your boss and your co-workers, conflict and tension on the job, sex, race, and self-assertion honestly and maturely.

PART III: "Occupational Safety and Health", covers basic safety in a general way, and discusses the Occupational Safety and Health Act (and other related legislation) in detail.

PART IV: "Skills You Will Need" is a special section designed to help students review the three R's independently. It introduces key concepts (including pride in craftsmanship) in the context of work-related instruction.

PART V: "Career Exploration" concentrates on the possibilities within oneself. It recognizes the fact that job placement is not usually for life, and presents career information and job finding skills in a manner that attempts to plant seeds rather than convince.

PART VI: "Your First Job" covers personal grooming and behavior. It is designed to help young people succeed on their first job and to avoid starting a pattern of job failures.

PART VII: "Understanding Economics", explains the economic system in which we live, and how the young worker fits into it.

PART VIII: "You and Your Money" is designed to help young people manage their resources and avoid unnecessary financial stress.

PART IX: "You and the Law" explains how and why laws are made. It includes a survey of the lawmaking process and a practical discussion of how the law protects you.

PART X: "Habitat" is designed to help develop concern for the community and environment in which we live. But not until we have solved our own problems.

PART XI: "Planning for the Future", ends the book on an optimistic note about the future and how we can control it.